



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 11061305  
SAU: Milford School Department  
School: Dr Lewis S Libby School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science Results .....	10-12

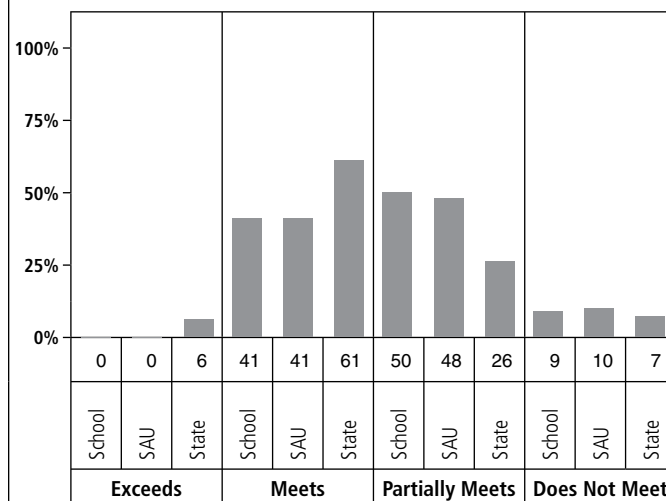
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: Milford School Department  
School: Dr Lewis S Libby School

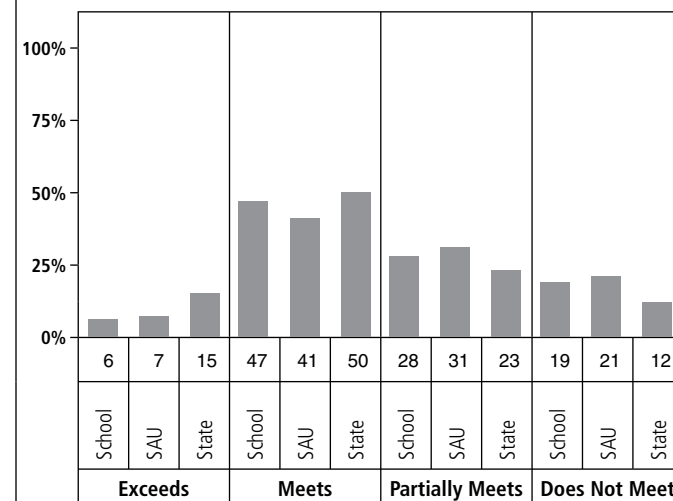
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	539	539	544
2007–2008	544	544	545
<b>2008–2009</b>	<b>541</b>	<b>541</b>	<b>546</b>
Cum. Avg.*	541	541	545
<b>Mathematics</b>			
2006–2007	540	540	546
2007–2008	539	540	546
<b>2008–2009</b>	<b>543</b>	<b>542</b>	<b>547</b>
Cum. Avg.*	541	541	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>539</b>	<b>538</b>	<b>543</b>

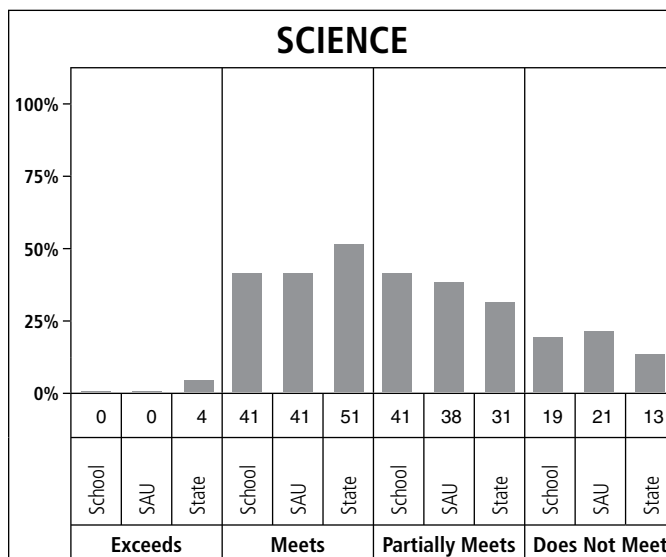
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 5  
 SAU: Milford School Department  
 School: Dr Lewis S Libby School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	34	100	30	100	14212	100	33	97	30	100	14135	100	33	97	30	100	14144	100	33	97	30	100	14137	100
<b>Ethnicity</b> African American/Black	2	6	2	7	397	3	2	100	2	100	388	98	2	100	2	100	393	99	2	100	2	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	32	94	28	93	13271	93	31	97	28	100	13212	100	31	97	28	100	13211	100	31	97	28	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	11	32	10	33	2479	17	10	91	10	100	2454	100	10	91	10	100	2455	100	10	91	10	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	23	68	21	70	5848	41	22	96	21	100	5815	100	22	96	21	100	5819	100	22	96	21	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	19	56	16	53	10849	76	19	56	16	53	10872	76	19	56	16	53	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	3	16	3	19	123	1	3	16	3	19	121	1	3	16	3	19	126	1
<b>Participation with accommodations</b>	13	38	13	43	3122	22	13	38	13	43	3124	22	13	38	13	43	3019	21
Identified disability (PET/IEP)	9	69	9	69	1992	64	9	69	9	69	2000	64	9	69	9	69	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	2	15	2	15	84	3	2	15	2	15	86	3	2	15	2	15	81	3
Other	2	15	2	15	907	29	2	15	2	15	886	28	2	15	2	15	826	27
<b>Participation through alternate assessment (PAAP)</b>	1	3	1	3	164	1	1	3	1	3	148	1	1	3	1	3	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	1	100	1	100	148	100	1	100	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	1	3	0	0	58	0	1	3	0	0	49	0	1	3	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Milford School Department  
School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	3	1	3	702	5
	2007-2008	0	0	0	0	659	5
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>836</b>	<b>6</b>
	Cum. Total*	1	1	1	1	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	10	34	10	34	7730	55
	2007-2008	20	59	19	59	8195	58
	<b>2008-2009</b>	<b>13</b>	<b>41</b>	<b>12</b>	<b>41</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	43	45	41	46	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	13	45	13	45	4182	30
	2007-2008	11	32	11	34	3800	27
	<b>2008-2009</b>	<b>16</b>	<b>50</b>	<b>14</b>	<b>48</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	40	42	38	42	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	5	17	5	17	1419	10
	2007-2008	3	9	2	6	1362	10
	<b>2008-2009</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>10</b>	<b>973</b>	<b>7</b>
	Cum. Total*	11	12	10	11	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	27.3	56.9	27.0	56.3	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	13.3	55.4	13.1	54.6	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	14.0	58.3	13.9	57.9	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Milford School Department  
 School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	32	0	0	13	41	16	50	3	9	541	29	0	41	48	10	541	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	2										2						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	30	0	0	12	40	15	50	3	10	541	27	0	41	48	11	541	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	4	44	2	22	3	33	538	9	0	44	22	33	538	2290	0	29	47	23	537
No	23	0	0	9	39	14	61	0	0	542	20	0	40	60	0	542	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	32	0	0	13	41	16	50	3	9	541	29	0	41	48	10	541	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	22	0	0	4	18	15	68	3	14	539	21	0	19	67	14	539	5716	2	51	35	12	542
No	10	0	0	9	90	1	10	0	0	546	8	0	100	0	0	547	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	32	0	0	13	41	16	50	3	9	541	29	0	41	48	10	541	13963	6	61	26	7	546
<b>Gender</b>																						
Female	13	0	0	1	8	11	85	1	8	538	11	0	9	82	9	538	6882	8	62	24	6	547
Male	19	0	0	12	63	5	26	2	11	543	18	0	61	28	11	543	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1914	1	41	44	14	540
No	32	0	0	13	41	16	50	3	9	541	29	0	41	48	10	541	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	32	0	0	13	41	16	50	3	9	541	29	0	41	48	10	541	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	1	50	1	50	0	0	542	7	0	50	50	0	542	4	2	40	34	24	540
B. less than one hour	44	0	0	4	29	7	50	3	21	539	45	0	31	46	23	539	70	6	63	26	6	546
C. one to two hours	47	0	0	7	47	8	53	0	0	543	45	0	46	54	0	543	24	7	61	26	6	546
D. more than two hours	3	0	0	1	100	0	0	0	0	544	3	0	100	0	0	544	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	38	0	0	6	50	5	42	1	8	544	41	0	50	42	8	544	36	10	67	18	5	549
B. good	50	0	0	7	44	7	44	2	13	540	48	0	43	43	14	539	47	5	62	27	6	546
C. fair	9	0	0	0	0	3	100	0	0	539	7	0	0	100	0	538	15	2	47	40	12	541
D. poor	3	0	0	0	0	1	100	0	0	540	3	0	0	100	0	540	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	22	0	0	4	57	2	29	1	14	541	24	0	57	29	14	541	31	9	65	20	5	548
B. They match some of what I have learned.	56	0	0	8	44	10	56	0	0	543	52	0	47	53	0	543	55	5	63	27	5	546
C. They match just a little of what I have learned.	13	0	0	0	0	3	75	1	25	533	14	0	0	75	25	533	10	3	45	38	14	542
D. There is no match.	9	0	0	1	33	1	33	1	33	537	10	0	33	33	33	537	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	13	0	0	1	25	2	50	1	25	538	10	0	0	67	33	534	16	3	49	32	15	542
B. about the same as my regular schoolwork	69	0	0	8	36	13	59	1	5	541	69	0	40	55	5	541	64	7	63	25	5	547
C. easier than my regular schoolwork	19	0	0	4	67	1	17	1	17	543	21	0	67	17	17	543	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	1	25	1	25	2	50	538	14	0	25	25	50	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	66	0	0	8	38	12	57	1	5	541	62	0	39	56	6	540	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	22	0	0	4	57	3	43	0	0	543	24	0	57	43	0	543	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	9	0	0	0	0	3	100	0	0	539	10	0	0	100	0	539	20	10	64	21	5	548
B. 20 minutes to an hour	66	0	0	10	48	11	52	0	0	543	62	0	50	50	0	543	56	7	65	24	5	547
C. less than 20 minutes	6	0	0	0	0	1	50	1	50	534	7	0	0	50	50	534	10	3	52	33	12	543
D. I rarely read at home.	19	0	0	3	50	1	17	2	33	537	21	0	50	17	33	537	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	16	0	0	1	20	3	60	1	20	539	18	0	20	60	20	539	25	3	53	33	11	543
B. six to ten pages	35	0	0	6	55	4	36	1	9	542	32	0	56	33	11	542	26	6	61	26	7	546
C. eleven or more pages	48	0	0	6	40	8	53	1	7	541	50	0	43	50	7	541	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	544	100	0	100	0	0	544						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Milford School Department  
School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	0	0	0	0	1711	12
	2007-2008	0	0	0	0	1617	12
	<b>2008-2009</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	2	2	2	2	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	14	48	14	48	6778	48
	2007-2008	13	38	13	41	7284	52
	<b>2008-2009</b>	<b>15</b>	<b>47</b>	<b>12</b>	<b>41</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	42	44	39	43	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	10	34	10	34	3884	28
	2007-2008	15	44	14	44	3341	24
	<b>2008-2009</b>	<b>9</b>	<b>28</b>	<b>9</b>	<b>31</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	34	36	33	37	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	5	17	5	17	1683	12
	2007-2008	6	18	5	16	1778	13
	<b>2008-2009</b>	<b>6</b>	<b>19</b>	<b>6</b>	<b>21</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	17	18	16	18	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	23.3	48.5	22.5	46.9	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	8.0	44.4	7.7	42.8	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.4	54.0	5.3	53.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.2	42.0	4.1	41.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.7	57.0	5.4	54.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Milford School Department  
 School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	32	2	6	15	47	9	28	6	19	543	29	7	41	31	21	542	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	2										2						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	30	1	3	15	50	8	27	6	20	542	27	4	44	30	22	541	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	1	11	3	33	2	22	3	33	539	9	11	33	22	33	539	2307	3	32	32	33	536
No	23	1	4	12	52	7	30	3	13	544	20	5	45	35	15	543	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	32	2	6	15	47	9	28	6	19	543	29	7	41	31	21	542	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	22	0	0	11	50	6	27	5	23	540	21	0	48	29	24	539	5731	7	46	29	18	542
No	10	2	20	4	40	3	30	1	10	549	8	25	25	38	13	548	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	32	2	6	15	47	9	28	6	19	543	29	7	41	31	21	542	13988	15	50	23	12	547
<b>Gender</b>																						
Female	13	0	0	5	38	5	38	3	23	539	11	0	27	45	27	536	6889	14	51	23	12	546
Male	19	2	11	10	53	4	21	3	16	545	18	11	50	22	17	545	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1918	3	39	36	22	539
No	32	2	6	15	47	9	28	6	19	543	29	7	41	31	21	542	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	32	2	6	15	47	9	28	6	19	543	29	7	41	31	21	542	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	1	50	1	50	0	0	0	0	557	7	50	50	0	0	557	4	8	38	26	28	539
B. less than one hour	44	1	7	6	43	4	29	3	21	542	45	8	38	31	23	541	70	15	52	23	10	547
C. one to two hours	47	0	0	8	53	5	33	2	13	544	45	0	46	38	15	542	24	15	51	23	11	547
D. more than two hours	3	0	0	0	0	0	0	1	100	514	3	0	0	0	100	514	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	26	1	13	4	50	2	25	1	13	545	29	13	50	25	13	545	34	28	50	14	8	552
B. good	45	1	7	6	43	4	29	3	21	543	50	7	43	29	21	543	45	11	54	24	10	546
C. fair	23	0	0	5	71	2	29	0	0	548	14	0	50	50	0	543	18	3	45	33	19	540
D. poor	6	0	0	0	0	1	50	1	50	530	7	0	0	50	50	530	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	38	0	0	8	67	4	33	0	0	546	38	0	64	36	0	545	38	22	52	19	7	550
B. They match some of what I have learned.	50	2	13	7	44	3	19	4	25	544	48	14	36	21	29	542	48	12	53	24	11	546
C. They match just a little of what I have learned.	9	0	0	0	0	2	67	1	33	531	10	0	0	67	33	531	11	6	40	30	24	540
D. There is no match.	3	0	0	0	0	0	0	1	100	522	3	0	0	0	100	522	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	22	0	0	3	43	2	29	2	29	541	21	0	33	33	33	539	17	7	42	30	21	540
B. about the same as my regular schoolwork	63	2	10	10	50	5	25	3	15	545	62	11	44	28	17	544	64	15	53	23	10	547
C. easier than my regular schoolwork	16	0	0	2	40	2	40	1	20	536	17	0	40	40	20	536	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	16	1	20	2	40	0	0	2	40	543	14	25	25	0	50	539	7	6	39	27	27	539
B. 30–45 minutes	34	0	0	6	55	4	36	1	9	544	31	0	44	44	11	543	28	9	49	28	15	544
C. 45–60 minutes	50	1	6	7	44	5	31	3	19	542	55	6	44	31	19	542	41	17	53	21	9	548
D. more than 60 minutes	0										0						24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	1	100	0	0	0	0	0	0	570	3	100	0	0	0	570	6	14	43	24	20	543
B. two or three days a week	19	0	0	3	50	2	33	1	17	543	21	0	50	33	17	543	24	17	52	21	10	548
C. two or three times each month	38	1	8	8	67	2	17	1	8	548	38	9	64	18	9	547	33	17	52	21	9	548
D. never or almost never	41	0	0	4	31	5	38	4	31	536	38	0	18	45	36	533	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	16	0	0	1	20	2	40	2	40	533	17	0	20	40	40	533	23	13	47	26	15	545
B. two or three days a week	41	2	15	7	54	2	15	2	15	548	38	18	45	18	18	547	31	17	52	21	10	548
C. two or three times each month	22	0	0	3	43	3	43	1	14	541	24	0	43	43	14	541	27	17	52	21	10	548
D. never or almost never	22	0	0	4	57	2	29	1	14	542	21	0	50	33	17	541	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	100	1	100	0	0	0	0	0	0	570	100	100	0	0	0	570						
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Milford School Department  
School: Dr Lewis S Libby School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	0	0	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	13	41	12	41	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	13	41	11	38	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	6	19	6	21	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	26.6	55.4	26.2	54.6	29.2	60.8
<b>D. The Physical Setting</b>	24	50	10.6	44.2	10.5	43.8	12.9	53.8
<b>E. The Living Environment</b>	24	50	16.1	67.1	15.7	65.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Milford School Department  
 School: Dr Lewis S Libby School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	32	0	0	13	41	13	41	6	19	539	29	0	41	38	21	538	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	2										2						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	30	0	0	12	40	13	43	5	17	539	27	0	41	41	19	538	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	3	33	4	44	2	22	535	9	0	33	44	22	535	2309	2	29	39	29	536
No	23	0	0	10	43	9	39	4	17	541	20	0	45	35	20	540	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	32	0	0	13	41	13	41	6	19	539	29	0	41	38	21	538	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	22	0	0	5	23	11	50	6	27	535	21	0	24	48	29	535	5729	2	42	37	20	539
No	10	0	0	8	80	2	20	0	0	548	8	0	88	13	0	548	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	32	0	0	13	41	13	41	6	19	539	29	0	41	38	21	538	13987	4	51	31	13	543
<b>Gender</b>																						
Female	13	0	0	1	8	8	62	4	31	531	11	0	9	55	36	530	6886	4	49	33	14	542
Male	19	0	0	12	63	5	26	2	11	544	18	0	61	28	11	543	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1917	1	31	41	28	536
No	32	0	0	13	41	13	41	6	19	539	29	0	41	38	21	538	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	32	0	0	13	41	13	41	6	19	539	29	0	41	38	21	538	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Milford School Department

School: Dr Lewis S Libby School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	6	0	0	2	100	0	0	0	0	553	7	0	100	0	0	553	4	2	37	35	25	538
B. less than one hour	44	0	0	4	29	7	50	3	21	536	45	0	31	46	23	536	70	4	53	31	12	544
C. one to two hours	47	0	0	7	47	5	33	3	20	540	45	0	46	31	23	539	24	5	51	31	12	544
D. more than two hours	3	0	0	0	0	1	100	0	0	532	3	0	0	100	0	532	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	28	0	0	6	67	1	11	2	22	540	31	0	67	11	22	540	26	7	56	26	11	545
B. good	56	0	0	7	39	9	50	2	11	541	52	0	40	47	13	540	53	4	53	31	11	544
C. fair	16	0	0	0	0	3	60	2	40	532	17	0	0	60	40	532	18	2	41	39	17	540
D. poor	0										0						3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	13	0	0	1	25	2	50	1	25	535	14	0	25	50	25	535	23	5	56	28	11	544
B. They match some of what I have learned.	56	0	0	8	44	7	39	3	17	539	55	0	50	31	19	539	48	5	52	31	12	544
C. They match just a little of what I have learned.	25	0	0	4	50	2	25	2	25	542	24	0	43	29	29	539	23	4	49	33	14	543
D. There is no match.	6	0	0	0	0	2	100	0	0	536	7	0	0	100	0	536	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	25	0	0	2	25	4	50	2	25	536	28	0	25	50	25	536	23	5	48	31	16	543
B. about the same as my regular schoolwork	72	0	0	10	43	9	39	4	17	539	69	0	45	35	20	539	58	4	52	32	12	543
C. easier than my regular schoolwork	3	0	0	1	100	0	0	0	0	548	3	0	100	0	0	548	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	44	0	0	3	21	6	43	5	36	532	41	0	25	33	42	531	33	5	51	31	14	543
B. a few times a week	56	0	0	10	56	7	39	1	6	544	59	0	53	41	6	543	45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	69	0	0	8	36	11	50	3	14	539	66	0	37	47	16	538	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	16	0	0	3	60	0	0	2	40	537	17	0	60	0	40	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	16	0	0	2	40	2	40	1	20	541	17	0	40	40	20	541	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	0										0						21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	63	0	0	7	35	9	45	4	20	539	62	0	33	44	22	538	47	4	51	32	12	543
B. a few times a month	13	0	0	3	75	1	25	0	0	547	14	0	75	25	0	547	27	5	54	30	11	544
C. once a month	16	0	0	2	40	2	40	1	20	534	14	0	50	25	25	533	10	5	49	30	15	543
D. never or almost never	9	0	0	1	33	1	33	1	33	537	10	0	33	33	33	537	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	59	0	0	9	47	6	32	4	21	541	62	0	44	33	22	540	46	4	52	32	12	543
B. a few times a month	22	0	0	3	43	3	43	1	14	538	21	0	50	33	17	539	28	5	53	30	12	544
C. once a month	9	0	0	0	0	2	67	1	33	524	7	0	0	50	50	516	11	4	47	34	15	542
D. never or almost never	9	0	0	1	33	2	67	0	0	539	10	0	33	67	0	539	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	556	100	0	100	0	0	556						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number